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ABSTRACT

The impact that early practicum students working in elementary schools had on the instructional process, the supervising teacher, and the school as a whole was examined. A questionnaire for the student teachers was administered as soon as they completed their practicum assignment. Cooperating teachers completed their questionnaires when all students for the year had finished their practicums. It was found that: (1) Individual pupils received more help when the practicum student was present; (2) More small group work was possible; (3) The student teacher increased the motivation of the pupils; (4) Some instructional activities changed when the student teacher was present; (5) Cooperating teachers did not participate in more activities outside the classroom when practicum students were present; and (6) The presence of the practicum students, and the need to confer with them, did not reduce the amount of time given to the instructional process. Copies of the questionnaires are appended to this report. (JD)

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Practicum Experience: Its Impact on Schools

A Paper Presented to:

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February 16, 1981

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The Impact of Early Practicum
Students on Public Schools

In the past, teacher preparation institutions depended largely upon campus laboratory schools to provide opportunities for future teachers to work directly with children. More recently the student teaching facet of teacher education programs has been moved to the public school setting with the assumption that both the public school and the student teacher would profit from the relationship. Research studies have tended to confirm this assumption. Since student teaching in the public school was of benefit to both student and teacher, it was assumed that early field experience would also be beneficial to both. During the last fifteen years, there has been an increasing emphasis on the development of field based components in most undergraduate teacher education programs. This emphasis, brought about by the CBE programs throughout the United States, has a greater variety of activities both in time and perspective. All, however, have focused on the impact this experience would have on the prospective teacher. To be exposed to the realities of instruction, discipline, planning, grading, etc. would certainly enhance a student's understanding of the realities of the teaching profession.

However noble and valid this "reality theory" might be, it is important to examine the impact these prospective

teachers have on the schools in which they are placed. While there has been considerable research dealing with the impact of the student teachers on the public schools , there is little information available on the influence of the early practicum students on the learning process in the classroom.

Information from a recent survey (Bartos and Souter, 1981) indicated over fifty percent of the introductory courses taught at teacher training institutions throughout the Southeastern United States include some type of field (practicum) experience. These practicums appear to be of three major types: (1) the first involves students visiting a school and interviewing one or more teachers, administrators, or students; (2) the second involves students visiting classrooms for the purpose of observing with no active participation; (3)the third calls for students to actively assist the teacher in different ways. The amount of time the student is involved with the school itself would vary from as little as one hour for the first type to over fifty hours for the third type.

PURPOSE

This study sought to determine the perceived impact early practicum students involved in a type three program had on the instructional process, the supervising teacher, and the school as a whole. (An early practicum student is defined as being one who is in his/her first professional education course, participating in the public schools two hours per day for a three week period of time.) More specifically the study sought to determine:

1. If early practicum students helped to provide an enriched learning environment for public schools.
2. If the presence of practicum students allows teachers to participate in other professional activities.
3. If students receive more individualized instruction because of the presence of the practicum students.
4. If instructional activities were altered because of the presence of the practicum students.
5. What impact practicum students had on the school other than classroom activities.

POPULATION:

The population for this study consisted of all students in the introductory classes in education at Georgia College and their supervising teachers during the 1979-1980 school year. The total number of students involved was 125 while the total number of supervising teachers was 61. All students were placed in elementary (1-8) schools for their practicums. These students were in the schools for two hours a day for a three week period, making a total of thirty hours for each practicum.

Teachers in the public schools responsible for supervising the practicum students were given this description of the practicum:

Introduction to education is the first professional

course and is taken by all prospective teachers. It is hoped that the beginning student in education will have an opportunity to gain insight into the job of the teacher while serving teachers and students in any possible way. These students are just initiating their professional preparation. They do not have refined skills or competencies. But they are ready and willing to check papers, call out spelling words, supervise small groups in the library or on the playground, help with seatwork, maintain limited records, prepare bulletin boards, and otherwise make themselves useful.

While these students are not expected to possess readiness for assuming teaching responsibilities, if such readiness exists and an appropriate opportunity presents itself, it is certainly acceptable for them to be given some limited responsibility for instruction of a group or class in any area except the teaching of reading.

A major purpose of this practicum was to assist the students in planning their career goals and in making a decision concerning the teaching profession. The introductory course is an open elective. Many decide, following the course, not to pursue teaching as a career. Such a decision is, in fact, encouraged and viewed as fully acceptable.

INSTRUMENT

The questionnaire developed for this study was formulated from the instruments used in two studies of the impact of student teaching on public schools: "The Impact of Student Teaching Programs Upon the Cooperating Public Schools in Michigan," conducted by Deans and Directors of Teacher Education in Michigan, June 1970; and a similar study, "Student Teaching in Indiana," conducted by the Steering Committee for Indiana Student Teacher Survey, 1974.

PROCEDURE

The questionnaire for students was administered as soon as the students completed their practicum assignment. Teachers were not asked to complete their questionnaire until all students for the year had completed their practicum. Some teachers had one student, others had two or more.

ANALYSIS OF DATA

All data was processed with the aid of the Georgia College Computer Center and a special program written by Thomas Jerome Scott of the Georgia College Mathematics Department. The program produced a table for each of the descriptors in the first five questions, giving the percent of responses to each option for questions six through forty-three. This resulted in nineteen tables for the student data and fifteen tables for the teacher data.

For the purpose of this report only the tables for the total group of teachers and the total group of students are included. A copy of the student questionnaire and a copy of

the teacher questionnaire is attached.

The number of students selecting each option is given in questions one through five. The percent of students and the percent of teachers selecting the options is given for questions six through forty-three. Following the student questionnaire is a copy of the teacher questionnaire with the number of teachers selecting each option for questions one through five. Two tables giving the response of students and teachers are also given in the appendix. Additional tables can be made available to interested persons for each of the options to questions one through five for both students and teachers.

For the purpose of this study an enriched learning environment is defined as consisting of such items as pupils receiving more individual attention, more small group work, and pupils being more motivated. Five questions on the questionnaire were concerned with this area.

When practicum students were in the classroom, individual pupils receive more individual help from both teachers and students. Teachers also indicated that pupils received more individual attention, more small group work was made available, and the motivation of pupils was more evident.

A large majority of teachers believe that participation in professional activities outside the classroom did not change as a result of practicum students being present in the classroom. Teachers and students were asked to respond on seven specific items related to changes in professional

activities outside the classroom by teachers. Over seventy-five percent of the teachers indicated there was no change.

Four items on the questionnaire related to the change in the amount of individual attention pupils received as a result of the presence of practicum students in the classroom. One of the items indicated pupils received more individual attention from teachers. A second item indicated practicum students also gave individual attention to pupils. In a third item teachers stated that conferences with practicum students seldom took away from individual work with pupils.

Instructional activities in such areas as small group instruction, individual attention, and tutoring of individual pupils was increased while activities such as teaching the total group and lesson planning did not change.

About one-half of the teachers stated time was used for helping practicum students prepare and evaluate learning activities. The overall conclusion was that while teachers use some time to confer with practicum students, it was not an excessive amount.

SUMMARY OF DATA

A summary of the findings of this study are as follows:

1. Individual students received more help when the practicum student was present.
2. More small group work was utilized when the practicum student was present.
3. The practicum student increased the motivation of pupils.
4. Instructional activities, such as individual attention and small group work, changed when the practicum student was present.
5. Teachers did not participate in more activities outside of the classroom when practicum students were present.
6. The presence of practicum students and the need to confer with them did not reduce the amount of time given to the instructional process.

CONCLUSIONS

The data collected indicate a positive relationship to the use of practicum students. Using the definition of enriched learning environment as indicated previously, we can conclude that the practicum student does have a positive impact on the school in which he is working. Both the instructional process and the attitudes of the pupils are generally improved as a result of the use of practicum

students. It has been assumed that the school situation has always made an impact on the student. However, public and private schools need to be aware of the positive impact practicum students can have on the teacher-pupil relationship. Public and private schools should encourage cooperation with colleges and universities. It benefits both the practicum student as well as the school.

APPENDIX A

PRACTICUM STUDENT QUESTIONNAIRE

PRACTICUM TEACHER QUESTIONNAIRE

For questions one through five on the Student questionnaire is given the number of students giving each response. For questions six through forty-three the percent of students giving each response is given on the left and the percent of teachers giving the response is given on the right.

For questions one through five on the Teacher questionnaire is given the number of teachers giving each response.

PRACTICUM STUDENT QUESTIONNAIRE

All Responses on Left #125
All Responses on Right #61

1. Which of the following are you now?

105	1.	A Single Practicum Student
19	2.	A Married Practicum Student

2. What is your sex?

21	1.	Male
104	2.	Female

3. What is your overall college gradepoint average?

9	1.	Below 2.0
43	2.	2.0-2.5
44	3.	2.5-3.0
21	4.	3.0-3.5
6	5.	3.5-4.0

4. How old were you at the beginning of the Practicum assignment (contract)?

90	1.	21 years or under
12	2.	21 to 23
7	3.	23 to 25
15	4.	over 25

5. To what subject area or teaching field are you primarily preparing to teach in?

16	1.	Special Education
29	2.	Early Childhood
13	3.	Middle Grades
63	4.	Secondary Education
3	5.	I do not plan to teach

QUESTIONS 6-9

Deal with any changes in individualized instruction provided for the pupils which may have resulted from your presence.

6. To what extent did you work with (e.g., instruct, counsel, tutor) individual pupils?

58	1.	Everyday	39
12	2.	At least 3 days per week	23
16	3.	One to three days per week	30
14	4.	Not at all	8

7. To what extent did your supervising teacher work with individual pupils as compared to when she/he does not have a Practicum student?

2	1.	Much more than usual	5
6	2.	Somewhat more than usual	28
62	3.	About the same as usual	
6.	4.	Somewhat less than usual	51
2	5.	Much less than usual	11
20	6.	Don't know	3

8. To what extent did teacher conferences with you take away from individual work with pupils?

2	1.	Frequently	2
4	2.	Sometimes	15
27	3.	Seldom	43
64	4.	Never	41
3	5.	Don't know	--

9. To what extent was re-teaching necessary after you taught?

5	1.	Frequently	2
10	2.	Sometimes	10
10	3.	Seldom	20
32	4.	Never	20
12	5.	Don't Know	--
31	6.	Does not apply	49

QUESTIONS 10-15

To what extent were any of the following instructional activities for the pupils in your supervising teachers assigned classes changes because of your presence?

10. Amount of small group instruction.

9	1.	Much more	18
23	2.	Somewhat better	36
62	3.	No change	46
1	4.	Somewhat less	0
0	5.	Much less	0
5	6.	Don't know	--

11. Follow-up of exams

0	1.	Much better	2
18	2.	Somewhat better	15
54	3.	No change	0
0	4.	Somewhat poorer	2
0	5.	Much poorer	0
26	6.	Don't know	--

12. Individual attention to, or tutoring of pupils.

18	1.	Much more	7
33	2.	Somewaht more	67
38	3.	No change	25
3	4.	Somewhat less	0
0	5.	Much less	0
6	6.	Don't know	--

13. Amount of material covered.

3	1.	Much more	0
25	2.	Somewhat more	30
60	3.	No change	66
0	4.	Somewhat less	3
0	5.	Much less	0
10	6.	Don't know	--

14. Discipline.

2	1.	Much better	7
23	2.	Somewhat better	13
51	3.	No change	62
6	4.	Somewhat poorer	16
0	5.	Much poorer	2
18	6.	Don't know	--

15. Motivation of pupils.

10	1.	Much better	8
50	2.	Somewhat better	41
28	3.	No change	46
2	4.	Somewhat poorer	5
0	5.	Much poorer	0
9	6.	Don't know	--

QUESTIONS 16-21

Deal with the contributions you may have made to the school program. Did you make any specific contributions to the school, pupils, or teachers, such as:

16. Supervise youth groups in meetings, programs, trips, tours, etc?

5	1.	Often	3
21	2.	Sometimes	18
74	3.	No	77

17. Perform recess, lunch, gymnasium, playground or hall duty?

13	1.	Often	11
35	2.	Sometimes	26
52	3.	No	62

18. Did you bring, develop, provide, or suggest any new or different instructional materials?

6	1.	A great many	5
46	2.	Some	54
37	3.	No	41
11	4.	I am not sure	--

19. How do you feel your contributions (previous question) were received?

58	1.	They were used	67
2	2.	They were not used	21
10	3.	I was discouraged from making such contributions	--
26	4.	I really did not have much to offer	--

20. How many hours per week on the average did you teach your supervising teacher's assigned classes?

16	1.	Less than an hour a week	20
34	2.	One to five hours per week	33
12	3.	Six to ten hours per week	3
37	4.	I did not teach at all	43

21. How many hours per week on the average was your supervising teacher able to be away from the calssroom while you were teaching his assigned classes?

26	1.	less than one	13
26	2.	one to five	13
3	3.	six to ten	0
41	4.	Not at all	74

QUESTIONS 22-28

To what extent did your supervising teacher engage in any of the following additional activities during the time you were teaching his/her assigned classes?

22. Visitation in other classrooms or schools.

4	1.	A great deal	2
22	2.	To some extest	5
61	3.	Not at all	92
11	4.	Don't know	--

23. Committee work in the school with pupils and/or staff.

2	1.	A great deal	2
27	2.	To some extent	10
46	3.	Not at all	87
24	4.	Don't know	--

24. Research.

2	1.	A great deal	0
22	2.	To some extent	18
44	3.	Not at all	80
32	4.	Don't know	--

25. Professional reading or writing.

2	1.	A great deal	5
18	2.	To some extent	13
46	3.	Not at all	80
33	4.	Don't know	--

26. Work with staff of school or department.

3	1.	A great deal	2
26	2.	To some extent	20
46	3.	Not at all	77
24	4.	Don't know	--

27. Participating in supervision teacher seminars or other in-service activities dealing with Practicum.

2	1.	A great deal	0
4	2.	To some extent	8
61	3.	Not at all	90
33	4.	Don't know	--

28. Assisting the principal or other teachers.

4	1.	A great deal	3
30	2.	To some extent	16
42	3.	Not at all	79
23	4.	Don't know	--

QUESTIONS 29-32

To what extent was the time your supervising teacher spent on the following activities changed because of your presence.

29. Teaching

2	1.	Increased a great deal	2
13	2.	Increased to some extent	21
66	3.	Remained about the same	67
13	4.	Reduced to some extent	10
1	5.	Reduced a great deal	0
6	6.	Don't know	--

30. Lesson Planning

5	1.	Increased a great deal	2
18	2.	Increased to some extent	23
61	3.	Remained about the same	69
3	4.	Reduced to some extent	7
0	5.	Reduced a great deal	0
13	6.	Don't know	--

31. Paper grading

4	1.	Increased a great deal	5
5	2.	Increased to some extent	10
27	3.	Remained about the same	39
24	4.	Reduced to some extent	33
34	5.	Reduced a great deal	11
3	6.	Don't know	--

32. Help to individual students

10	1.	Increased a gread deal	13
25	2.	Increased to some extent	54
39	3.	Remained about the same	23
17	4.	Reduced to some extent	10
5	5.	Reduced a great deal	0
3	6.	Don't know	--

QUESTIONS 33-37

To what extent did your seuprvising teacher engage in the following activities because of your presence?

33. Planning with you

2	1.	A great many extra hours	0
41	2.	Some extra hours	52
56	3.	No extra hours	48

34. Evaluating your progress and activities

4	1.	A great many extra hours	0
47	2.	Some extra hours	62
48	3.	No extra hours	36

35. Holding casual and/or personal conversations not really a part of Practicum

5	1.	A great many extra hours	2
59	2.	Some extra hours	56
35	3.	No extra hours	41

36. Making additional preparations for teaching

4	1.	A great many extra hours	2
29	2.	Some extra hours	48
25	3.	No extra hours	51
40	4.	Don't know	--

37. Holding telephone conversations or other conferences with you

1	1.	A great many extra hours	2
14	2.	Some extra hours	15
79	3.	No extra hours	84
3	4.	Don't know	--

38. What effect has working with Practicum students had on the performance of your supervising teacher?

3	1.	Has made him/her a much more effective teacher	2
19	2.	Has made him/her a more effective teacher	46
24	3.	Has had no effect on his/her teaching	31
1	4.	Has made him/her a less effective teacher	0
1	5.	Has made him/her a much less effective teacher	0
50	6.	I am unable to judge	21

39. What do you think is the attitude of the administration and teachers in the school to which you were assigned about working with Practicum students?

17	1.	Agressively seeks	
32	2.	Seek Practicum	8
44	3.	Accepts Practicum	25
1	4.	Resists Practicum	48
1	5.	Refuses Practicum	10
4	6.	I am unable to judge	8

40. What recommendation would you give your friends about accepting a Practicum assignment in the same school with the same supervising teacher?

62	1.	Accept with enthusiasm	54
18	2.	Accept	43
8	3.	Be neutral	3
8	4.	Try for a different assignment	--
2	5.	Reject the assignment	0

41. How much has the college coordinator provided you with help?

53	1.	All the help I felt was necessary	33
21	2.	Most of the help I felt was needed	20
18	3.	Some of the help I felt I needed	16
6	4.	Little of the help I felt was needed	8
1	5.	No help at all	20

42. To what extent have your supervising teacher and/or other school personnel been helpful to you on matters not directly concerned with Practicum?

23	1.	They have gone out of their way to be helpful	11
46	2.	They have helped when asked	66
5	3.	They have not helped	3
26	4.	No such help was needed	20

43. Would you (if you had completed the necessary requirements) accept a student teaching or teaching position if offered for next year in the building which you did your Practicum.

58	1.	Yes	88
17	2.	No, I would not like to teach in this school	5
2	3.	No, I have decided not to teach	3
5	4.	No, for personal reasons	2
16	5.	No, for other reasons	3

PRACTICUM TEACHER QUESTIONNAIRE

1. How many Practicum students have you worked with?

9	1. one
23	2. 2 or 3
29	3. more than 3

2. What is your sex?

4	1. Male
57	2. Female

3. Number of years teaching experience

12	1. 0-2 years
22	2. 3-6 years
27	3. more than 6 years

4. Are you teaching in field?

57	1. yes
4	2. no

5. Which of the following best describe your teaching assignment?

33	1. K-4
15	2. 4-8
4	3. special education
7	4. other (i.e. music, art, library, etc.)

QUESTIONS 6 - 9

Deal with any changes in individualized instruction provided for the pupils which may have resulted from presence of the college student.

6. To what extent did the college students work with (e.g., instruct, counsel, tutor) individual pupils?
   1. Everyday
   2. At least 3 days per week
   3. One to three days per week
   4. Not at all

7. To what extent did you work with individual pupils as compared to when you do not have a Practicum student?
   1. Much more than usual
   2. Somewhat more than usual
   3. About the same as usual
   4. Somewhat less than usual
   5. Much less than usual

8. To what extent did conferences with the college student take away from individual work with pupils?
   1. Frequently
   2. Sometimes
   3. Seldom
   4. Never

9. To what extent was re-teaching necessary after the college student taught?
   1. Frequently
   2. Sometimes
   3. Seldom
   4. Never
   5. Does not apply

QUESTIONS 10-15

To what extent were any of the following instructional activities for the pupils in your class changed because of the presence of a college student?

10. Amount of small group instruction.
   1. Much more
   2. Somewhat better
   3. No change
   4. Somewhat less
   5. Much less

11. Follow-up exams.
   1. Much better
   2. Somewhat better
   3. No change
   4. Somewhat poorer
   5. Much poorer

12. Individual attention to, or tutoring of pupils.
   1. Much more
   2. Somewhat more
   3. No change
   4. Somewhat less
   5. Much less

13. Amount of material covered.
   1. Much more
   2. Somewhat more
   3. No change
   4. Somewhat less
   5. Much less

14. Discipline.
   1. Much better
   2. Somewhat better
   3. No change
   4. Somewhat poorer
   5. Much poorer

15. Motivation of pupils.
   1. Much better
   2. Somewhat better
   3. No change
   4. Somewhat poorer
   5. Much poorer

QUESTIONS 16-21

Deal with the contributions the college student may have made to the school program. Did the college student make any specific contributions to the school, pupils, or teachers, such as:

16. Supervise youth groups in meetings, programs, trips, tours, etc?
    1. Often
    2. Sometimes
    3. No

17. Perform recess, lunch, gymnasium, playground or hall duty?
    1. Often
    2. Sometimes
    3. No

18. Did the college student bring, develop, provide, or suggest any new or different instructional materials?
    1. A great many
    2. Some
    3. No

19. Did you make use of contributions made by the college student?
    1. They were used
    2. They were not used

20. How many hours per week on the average did the college student teach your assigned classes?
    1. Less than an hour a week
    2. One to five hours per week
    3. Six to ten hours per week
    4. He/she did not teach at all

21. How many hours per week on the average were you able to be away from the classroom while the college student was teaching your assigned classes?
    1. Less than one
    2. One to five
    3. Six to ten
    4. Not at all

QUESTIONS 22-28

To what extent did you engage in any of the following additional activities during the time the college student was teaching your assigned classes?

22. Visitation in other classrooms or schools.
    1. A great deal
    2. To some extent
    3. Not at all

23. Committee work in the school with pupils and/or staff.
    1. A great deal
    2. To some extent
    3. Not at all

24. Research.
    1. A great deal
    2. To some extent
    3. Not at all

25. Professional reading or writing.
    1. A great deal
    2. To some extent
    3. Not at all

26. Work with staff of school or department.
    1. A great deal
    2. To some extent
    3. Not at all

27. Participating in supervision teacher seminars or other in-service activities dealing with Practicum.
    1. A great deal
    2. To some extent
    3. Not at all

28. Assisting the principal or other teachers.
    1. A great deal
    2. To some extent
    3. Not at all

QUESTIONS 29-32

To what extent was the time you spent on the following activities changed because of the presence of the college student.

29. Teaching.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

30. Lesson Planning.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

31. Paper grading.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

32. Help to individual students.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

QUESTIONS 33-37

To what extent did you engage in the following activities because of the presence of the college student.

33. Planning with college student.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

34. Evaluating the college student's progress and activities.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

35. Holding casual and/or personal conversations not really a part of Practicum
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

36. Making additional preparations for teaching
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

37. Holding telephone conversations or other conferences with the college student.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

38. What effect has working with Practicum students had on the performance of your teaching?
    1. Has made me a much more effective teacher
    2. Has made me a more effective teacher
    3. Has had no effect on my teaching
    4. Has made me a less effective teacher
    5. Has made me a much less effective teacher
    6. I am unable to judge

39. What do you think is the attitude of the administration and teachers in your school about working with Practicum students?
    1. Agressively seeks
    2. Seek Practicum
    3. Accepts Practicum
    4. Resists Practicum
    5. I am unable to judge

40. What recommendation would you give your friends about accepting a Practicum student?
    1. Accept with enthusiasm
    2. Accept
    3. Be neutral
    4. Reject

41. How much has the college coordinator provided you?
    1. All the help I felt was necessary
    2. Most of the help I felt was needed
    3. Some of the help I felt I needed
    4. Little of the help I felt was needed
    5. No help at all

42. To what extent have you and/or other school personnel been helpful to the college student on matters not directly concerned with Practicum?
    1. We have gone out of our way to be helpful
    2. We have helped when asked
    3. We have not helped
    4. No such help was needed

43. Will you accept practicum students in the future?
    1. Yes
    2. Only if from more advance classes
    3. No, I have decided practicum students are a distraction
    4. No, for personal reasons
    5. No, for other reasons

APPENDIX B

TABLE I

Teacher Group: General Case

TABLE II

Student Group: General Case

TEACHER GROUP: GENERAL CASE

Responses Shown in Percent

QUESTION	PERCENTAGE RESPONSES TO QUESTIONNAIRE							ATTRIBUTE
	0	1	2	3	4	5	6	
6	0	39	23	30	8	0	0	Students Individual
7	2	5	28	51	11	3	0	Teacher Individualize
8	0	2	15	43	41	0	0	Conferences Hinder
9	0	2	10	20	20	49	0	Reteaching
10	0	18	36	46	0	0	0	Small Group
11	2	2	15	80	2	0	0	Follow-up Exams
12	2	7	67	25	0	0	0	Individual Attention
13	2	0	30	66	3	0	0	Material Covered
14	0	7	13	62	16	2	0	Discipline
15	0	8	41	46	5	0	0	Motivation
16	2	3	18	77	0	0	0	Student Supervised
17	0	11	26	62	0	0	0	Non-Class Duties
18	0	5	54	41	0	0	0	Provide Materials
19	11	67	21	0	0	0	0	Make Use of Contrib
20	2	20	33	3	43	0	0	Hours Teaching
21	0	13	13	0	74	0	0	Away From Classroom
22	2	2	5	92	0	0	0	Teacher Visitation
23	2	2	10	87	0	0	0	Committee
24	2	0	18	80	0	0	0	Research
25	2	5	13	80	0	0	0	Reading
26	2	2	20	77	0	0	0	Work
27	2	0	8	90	0	0	0	Supervision Seminars
28	2	3	16	79	0	0	0	Assisting Others
29	0	2	21	67	10	0	0	Teaching
30	0	2	23	69	7	0	0	Lesson Planning
31	2	5	10	39	33	11	0	Paper Grading
32	0	13	54	23	10	0	0	Help Students
33	0	0	52	48	0	0	0	Planning
34	2	0	62	36	0	0	0	Evaluating
35	2	2	56	41	0	0	0	Conversation
36	0	2	48	51	0	0	0	Preparations
37	0	2	15	84	0	0	0	Conferences
38	0	2	46	31	0	0	21	Teaching Performance
39	2	8	25	48	10	8	0	Attitude of Others
40	0	54	43	3	0	0	0	Friend AC Practicum
41	3	33	20	16	8	20	0	Coordinator Help
42	0	11	66	3	20	0	0	Help Coll Student
43	0	87	5	3	2	3	0	Accept in Future

Total Responses - 61

STUDENT GROUP: GENERAL CASE

Responses Shown in Percent

QUESTION	PERCENTAGE RESPONSES TO QUESTIONNAIRE							ATTRIBUTE
	0	1	2	3	4	5	6	
6	0	58	12	16	14	0	0	Students Individual
7	0	2	6	62	6	2	20	Teacher Individualize
8	0	2	4	27	64	3	0	Conferences Hinder
9	1	5	10	10	32	12	31	Reteaching
10	1	9	23	62	1	0	5	Small Group
11	2	0	18	54	0	0	26	Follow up Exams
12	2	18	33	38	3	0	6	Individual attention
13	2	3	25	60	0	0	10	Material Covered
14	0	2	23	51	6	0	18	Discipline
15	2	10	50	28	2	0	9	Notivation
16	0	5	21	74	0	0	0	Student Supervised
17	0	13	35	52	0	0	0	Non-Class Duties
18	0	6	46	37	11	0	0	Provide Materials
19	3	58	2	10	26	0	0	Make use of Contrib
20	1	16	34	12	37	0	0	Hours Teaching
21	4	26	26	3	41	0	0	Away from Classroom
22	2	4	22	61	11	0	0	Teacher Visitation
23	1	2	27	46	24	0	0	Committee
24	1	2	22	44	32	0	0	Research
25	1	2	18	46	33	0	0	Reading
26	1	3	26	46	24	0	0	Work
27	1	2	4	61	33	0	0	Supervision Seminars
28	1	4	30	42	23	0	0	Assisting Others
29	0	2	13	66	13	1	6	Teaching
30	0	5	18	61	3	0	13	Lesson Planning
31	2	4	5	27	24	34	3	Paper Grading
32	1	10	25	39	17	5	3	Help Students
33	1	2	41	56	0	0	0	Planning
34	1	4	47	48	0	0	0	Evaluating
35	1	5	59	35	0	0	0	Conversations
36	2	4	29	25	40	0	0	Preparations
37	2	1	14	79	3	0	1	Conferences
38	2	3	19	24	1	1	50	Teaching PErformance
39	2	17	32	44	1	1	4	Attitude of Others
40	2	62	18	8	8	2	0	Friend AC Practicum
41	2	53	21	18	6	1	0	Coordinator Help
42	1	23	46	5	26	0	0	Help Coll Student
43	2	58	17	2	5	16	1	Accept in Future

Total Responses - 125